

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some literatures or theories which are related to this research. These reviews are expected to serve important information to support this research. The literature review consists of Maduranese speech levels, Maduranese pronunciation, English pronunciation, and mother tongue interference.

2.1 Maduranese Speech Levels

Parwitra (2009) divides the speech level in Maduranese into three parts. They are *iya-enja'*, *engghi-enten*, and *engghi-bhunten*. *Iya-enja'* is known-well as the common level among others. It is usually used by coeval children, close friend, parents to their children, and the oldest one to the youngest. In other hands, the position of *engghi-enten* is in the middle of level. It is usually used by Madurese villagers. People whom commonly use this speech level are the oldest brother-sister to their parents, Nowadays people rarely use this level. And the last is *engghi-bunten*. It is known as the high level of Maduranese speech level. It is used in the formal situation, or showing an honorary. People who commonly use this stage are the children to the parents, or to the stranger. The examples of *iya-enja'*, *engghi-enten*, and *engghi-bhunten* are:

<i>Iya-enja'</i>	<i>Engghi-enten</i>	<i>Engghi-bhunten</i>	Meaning
<i>Sengko', engko'</i>	<i>Bula</i>	<i>Kaula, bhadhan</i>	I
		<i>kaula, abdhina</i>	

<i>Iya-enja'</i>	<i>Engghi-enten</i>	<i>Engghi-bhunten</i>	Meaning
<i>Ba'na,kakeh,</i> <i>be'en</i>	<i>Dhika,</i>	<i>Sampeyan,</i> <i>panjhenengan</i>	You
<i>Sake'</i>	<i>Songkan</i>	<i>Kasokan</i>	Sick
<i>Ngeding</i>	<i>Ngeding</i>	<i>Mereng</i>	Hear
<i>Aba'</i>	<i>Aba'</i>	<i>Salera</i>	My self

So, Maduranese speech levels are grouped into three stages. Each of them has their own function in order to shown the level of politeness. They are *iya-enja'*, *engghi-enten*, and *engghi-bhunten*.

2.2 Maduranese Pronunciation

Maduranese has its pronunciation. Based on Kamus Lengkap Bahasa Madura (Pawitra, 2009), Maduranese, which consists of 26 consonants and 7 vowels, and 3 diphthong (Sofyan, 2010). The consonants are [p], [b], [bh], [t], [d], [dh], [ʈ], [ɖ], [ɗ], [c], [j], [ɟ], [k], [g], [gh], [m], [n], [ny], [ng], [r], [w], [y], [s], and [h]. Besides, the vowels are [a], [â], [i], [u], [e], [è], and [o]. [a] is pronounced like [a] sound in the word eye. Besides, [â] is pronounced like [ɜ] sound in the word earn. [i] is pronounced like [i] sound in the word eager. [u] is pronounced like u sound in the word spoon. [e] is pronounced like [ə] sound in the word kitten. Then, [è] is pronounced like [ɛ] sound in the word emphasis. Last, [o] is pronounced like [ɔ] sound in the word off. Then, the diphthongs are [ay], [ɔy], and [uy].

2.3 English Pronunciation

Some non-native English speakers acquire poor pronunciation along doing communication with others. So, pronunciation is the vital aspect which L2 students should gain (Mirza, 2015). Pronunciation divides into two headings, segmental and suprasegmental features of the language. The segmental aspects are the easiest to notice because they have been focused on traditional methods and written letters is noticed as the pronounced. Thus, suprasegmental aspects refers to the intonation, rhythm, and stress and can show the impression of the speaker, also the prosody, such as rhythmic, and emphasis (Carlson, McHe, & Nry, 2006). In other way, some adult learners realize that English pronunciation is quite difficult to acquire. They need a teacher whom can teach them how to practice (Fang, 2002 on Mirza, 2015).

Nunan (2015: 92) explains that pronunciation is divided into two terms. They are segmental phonology and suprasegmental phonology. Segmental phonology deals with sounds of language and the semantic meaning. Besides, suprasegemental deals with the stress, rhythm, and intonation.

Roach (2004) divides the pronunciation based on Receive Pronunciation into consonants, vowels, and diphthongs. The consonants consist of [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [r], [j], [w], and [l]. Besides, the vowels are [ʊ], [æ], [e], [ə], [ɪ], [i], [u], [ʊ], [ʌ], [ɑ:], [ɔ:], [ɜ:], [i:], and [u:]. Last, the diphthongs are [eɪ], [aɪ], [ɔɪ], [ɪə], [eə], [ʊə], [əʊ], and [aʊ].

Then, Van der Hulst (2002) lists the phonetic properties of stressed syllables. They are (a) stress syllable must pronounce in huger and louder

duration, (b) stress syllable must pronounce in a higher pitch, and (c) stress syllable must pronounce clearly. Thus, stress word is put to distinguish the difference function of using adjective, noun, and verb in the same word. Commonly, the word which the function is adjective and the number of syllable are two, put the stress in the first syllable (PRO-gress, PRE-sent, EN-gine, IN-crease, etc.). Then, the word which the function is verb and the number of syllables are two, put the stress in the last syllable (pre-SENT, ad-MIT, be-GIN, de-CIDE, re-CORD, etc.). But, the word which is ended by -tion, -sion, and -cian, put the stress in the second last syllable (e-du-ca-TION, con-cen-tra-TION, ob-ses-SION, mu-si-CIAN, ma-gi-CIAN, etc.). Besides, the word which is ended by -ic, usually put the stress in the second last syllable (e-co-NO-mic, stra-TE-gic, me-CHA-nic, etc.). In additional, the word which is ended by -ee and -oo, usually put the stress in the last syllable (em-plo-EE, gua-rant-EE, shamp-OO, tatt-OO, etc.)

Actually, there is no proposed English intonation accepted as the standard exist. So, they are divided into intonational units of one or more syllables.

2.4 Mother Tongue Interference

Actually, the targeted language is commonly influenced by the pronunciation of the first language (Zhang & Yin: 2009). Zhang & Yin (2009) believe that the points which make them different are some sounds that do not exist in the first language, but nothing in the targeted language. Both vowels and the consonants are different. There are no long vowels, [θ] and [ð], [v], [æ], and diphthong vowels in Maduranese. Moreover, these are similar phonetics, but the way how to pronounce is different, such as [p], [b], [t], [d], [k], [g], [tʃ], [j] sound.

Then, there is the similar sound, but it is written in different phonetic symbol such as [dʒ].

Brown (2000) on Hassan (2014) states that the first language of students will affect on their second language acquisition. So, it will trigger hard manage of first language transfer's result. Because first language and second language have different structure, it is sure that the students will face their error pronunciation such as using [d] for [ð], [s] for [ʃ], and [t] for [θ].

According to Dulay and Burt (1973) on Bailey, Madden, & Stephen (1973), 5 to 8 year children have promise agreement in second language mastery. Children are commonly learning their second language from their peers or environment, not their parents (e.g., Harris, 2009; Labov, 2009; Ochs & Schieffelin, 1995 on DeJesus, Hwang, Dautel, & Kinzler, 2017). It means that language is developmental when the children try to learn their first language. Besides, the second language which the adult try to learn is interference rather than developmental. In other hand, Flege, Munro & MacKay, 1995 on Flege, Bohn, & Jang (1997) add people who start learning second language after the age 15 years old, their second language might not sound natural, because the transfer of the first language and the second language are different (Gilakjani & Ahmadi, 2011 on Fuse, Navichkova, & Alloggio: 2018), called accented speech. Accented speech is occurred when the pronunciation of the first language and the second language is different (Liu & Fung, 2006). Moreover, it is proved by the production of consonants and vowels which is existed in speech learning (Scovel, 1969; Patkowski, 1989 on Flege et al. :1997).

Khamkhien (2010) puts some factors that affect on students' pronunciation. They are native language, age, experience in studying English, phonetic ability, attitude and ability, also motivation and concern for good pronunciation. Native language is going to affect on students' second language pronunciation. Senel (2006) on Khamkhien (2010) mentions about the aspiration, intonation, rhythm, and melody are commonly the error effects of transferring the first language onto the second language. Childhood period is the important time to learn language (Senel, 2006 on Khamkhien, 2010). Because trying to learn second language in the childhood is developmental rather than adult period (Khamkhien, 2010). Hence, the teachers should closely teach the pronunciation in every second language class (Scarcella & Oxford, 1994 on Wei, Youfu, Zhou, 2002).

2.5 Idiolect

Kraljic, Brennan & Samuel (2008) admit that the listeners commonly faced various problems in pronunciation. It means that people have their own version when listening to other people saying. Beside, the speaker has the same chance to speak based on their version. Therefore, there are the reasons why the pronunciation individually has difference. Liberman (1957) on Kralij et al. (2008) show some examples of the reason. Acoustic of stop consonants that influences by adjacent vowel, and the acoustic realization of vowels influence by the age, gender, and dialect of the speaker (Peterson & Barney, 1952 on Kralij et al. (2008). So, this explanation refers to the language use of individual version, which is called idiolect (Louwerse: 2004).

Idiolect is the variation of language use depends on individual version, in which every person has their own way to make their language use (Hazen: 2006). Hazen (2004) states some idiolect criterion. They are the total of language use of one person, and the individual's output. It means that the native speakers create their own version of speaking and writing (Coulthard: 2004).

